



PINNACLE ACADEMIC COLLEGE – BEHAVIOUR MANAGEMENT POLICY AND PROCEDURE 2023

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| Purpose: | The purpose of this policy and procedure is to ensure that students, parents, employees and volunteers understand the behaviour management policy and procedure of Pinnacle Academic College | |
| Scope: | Students, parents and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements | |
| Status: | Approved | Supersedes: V1.2 |
| Authorised by: | Akademeia Ltd Board Chair | Date of Authorisation: 10/01/2023 |
| References: | <ul style="list-style-type: none"> ● <i>The Alice Springs (Mparntwe) Education Declaration 2019</i> ● <i>Education (Accreditation of Non-State Schools) Act 2017 (Qld)</i> ● <i>Education (Accreditation of Non-State Schools) Regulation 2017.</i> ● Australian Education Regulations 2013 ● Fair Work Act 2009 ● Work Health and Safety Act 2011 (Qld) ● Privacy Act 1988 (Cth) ● Anti-Discrimination Act 1991 (Qld) ● Australian Human Rights Commission Act 1986 (Cth) ● Sex Discrimination Act 1984 (Cth) ● Age Discrimination Act 2004 (Cth) ● Disability Discrimination Act 1992 (Cth) ● Racial Discrimination Act 1975 (Cth) ● Pinnacle Academic College Dispute Resolution Procedure ● Pinnacle Academic College Work Health and Safety Policy (to be completed) ● Pinnacle Academic College Anti-Discrimination Policy (to be completed) ● Pinnacle Academic College Sexual Harassment Policy (to be completed) ● Pinnacle Academic College Disability Policy ● Pinnacle Academic College Workplace Bullying Policy (to be completed) ● Pinnacle Academic College Privacy Policy (to be completed) | |
| Review Date: | Annually | Next Review Date: 10/01/2024 |
| Policy Owner: | Akademeia Ltd | |
| Note: | This Policy may be reviewed at any time at the discretion of the Akademeia Ltd Board | |

VERSION HISTORY

| VERSION | DATE | NOTES |
|---------|------------|---|
| Draft | 23/01/19 | Initial Draft Document |
| 1.0 | 29/01/19 | Approved |
| 1.1 | 27/04/19 | Approved |
| 1.1 | 10/01/2020 | Reviewed and Approved without change |
| 1.1 | 10/01/21 | Reviewed and Approved without change |
| 1.2 | 10/01/22 | Reviewed and approved with some changes |
| 2.1 | 10/01/23 | Reviewed and approved with some changes |

Behaviour Management Policy – applicable to all students

Policy Statement

1 Our Behaviour Management procedures will be consistent with

- Our Vision and Ethos
- Our Beliefs about Effective Teaching and Learning
- Department of Education Policy and Procedures

2 At Pinnacle Academic College we have developed a policy based upon restorative practice.

- Positive interpersonal relationships, which are a major influence on behaviour
- A culture of care, which supports all individuals in the school community
- Cultural receptiveness and responsiveness, which is key to creating learning communities of mutual respect and inclusion
- A restorative approach which leads to individuals taking responsibility for their behaviour

3 At Pinnacle Academic College we will effectively manage student behaviour by:

- Providing highly effective teaching and learning programs
- Providing a positive and engaging college environment (social and physical)
- Ensuring all college structures and processes are reinforcing positive behaviours
- Ensuring effective support systems are in place for students and college staff

All members of the college community have the right to a safe and supportive learning environment. We believe that students can learn and that behaviour is learnt and occurs within a context. This means that we need to model and teach the behaviours we want (i.e. the code of conduct) and to take an educative approach to intervening when problematic misbehaviour occurs.

Since relationships are central to teaching and learning we work towards building, maintaining and repairing relationships with students. All procedures and systems in the school aim to support classroom teachers to develop and maintain positive engaging classrooms.

Not all students will be able to show these behaviours at all times and in all situations. Many will need modelling, learning opportunities, feedback and recognition. Some will need our collective effort and problem solving to intervene and support the student to change behaviour patterns. We expect patterns of challenging behaviour at certain stages of adolescent development. Developing an inclusive classroom community is a dynamic and positive approach to ensure full participation and engagement for all students.

The best way to manage problematic student behaviour is to adopt a positive and proactive approach to minimising and preventing this type of behaviour before it occurs. When a student misbehaves it is crucial that the level of disruption is matched with an appropriate level of response and that a focus on de-escalation is maintained. The changing context of students, education and society in general places demands on an individual teacher's professional expertise calling for collaborative teacher led professional development and problem solving.

Pinnacle Academic College Code of Conduct – all students when onsite

The college is committed to establishing a positive, safe and caring learning environment where all its members can achieve personal excellence. Everyone in our community has the right to feel safe while at the college. These guidelines are to ensure that the college community has the highest level of conduct and behaviour so that personal excellence can be achieved. The all-encompassing foundation is that:

All members of the college will be responsible for their actions and will model respect for each other all of the time.

To this end students are expected to:

- Follow instructions given by a teacher;
- Complete all work to the best of their ability and submit work completed and when required;
- Treat others with respect and courtesy;
- Engage in safe and cooperative behaviour;
- Treat college property and the property of others with care and respect.
- Act in a manner that does not disrupt the learning environment or endanger the safety and well-being of others.

Creating a Positive Environment at Pinnacle Academic College

Pinnacle Academic College is a positive, safe, caring and inclusive learning environment, which recognises and acknowledges the diversity within our school community.

In order to create a positive learning environment, staff are encouraged to:

- Ensure the curriculum is relevant and engaging
- Communicate positively and collaboratively with other staff
- Recognise student achievement and commend students on their efforts
- Plan ahead if anticipating problems – know the college’s procedures and seek the support of others while you work through the problems
- Set clear boundaries and limits, and ensure the classroom is safe for all students
- Ensure you are consistent and procedurally fair
- Where possible, give students choices as a means of helping them to take responsibility for their own actions
- Ensure your response is in proportion to the level of problematic behaviour displayed and use low key responses where possible
- Take responsibility for your own professional learning and refresh your understanding of behaviour management theory, such as Classroom Management Strategies (CMS) and school procedures

- Create a physical classroom environment which is safe, comfortable and reflects a respectful acceptance of difference and diversity in others
- Show pride for the college, your profession and yourself and be a positive role model
- Recognise, reward and acknowledge positive behaviour
- Collaborate with parents, when appropriate, to address problematic student behaviour.

BEHAVIOUR MANAGEMENT PROCEDURE – onsite

Behaviour Management Layers at Pinnacle Academic College

Layer 1 - A Whole of College Positive Approach to Behaviour Management

By adopting a positive approach to behaviour management we can minimise problematic behaviours. At Pinnacle Academic College we will work to provide:

- Relevant, engaging & appropriately challenging work
- Low key responses to minor problematic behaviours
- A safe, supportive and caring classroom
- A focus on minimising misbehaviour, de-escalation of conflict & restoration of relationships
- Positive and collaborative relationships
- An educative approach to behaviour management
- Clear boundaries & expectations
- Positive parental involvement

Layer 2 - Teacher-Based Intervention

At Pinnacle Academic College we understand that despite our best efforts to develop a positive college environment some students will continue to show a pattern of problematic behaviour. When this pattern of behaviour becomes apparent, the classroom teacher will adopt a documented problem solving approach which will outline:

- The problem behaviours and the dates they occurred
- Teacher reflections on the context, triggers, possible learning challenges, involvement of others and likely purpose of the misbehaviour
- Strategies adopted to address the problem behaviours
- Records of contact with parents/carers (compulsory) & any involvement of other staff.

Due to the collaborative nature of Teaching and Learning at Pinnacle Academic College, a common and consistent approach to managing and dealing with misbehaviour is required. As teachers at Pinnacle Academic College it is important that we develop and maintain an approach to managing student behaviour, at the teacher level, that is consistent with this policy and is also well understood and accepted by the students. Some common approaches for teachers to consistently manage student behaviour include: three clear verbal warnings, relocation within the classroom, loss of break times, or a single period withdrawal, which must be followed up with parent contact by the teacher (either by phone call or email).

Layer 3 – Whole School Intervention (Led by Principal)

Where ongoing misbehaviour cannot be successfully managed by teacher intervention, or the misbehaviour is of a very serious nature (such as violence, threats of harm to self or other students, harassment of staff or students, etc.), formal involvement of the principal will be required. Led by the principal this approach is based on the process used for Layer 2, but is likely to involve a functional behaviour problem solving approach, collaboration with outside agencies, increased parental/carer involvement and may include the use of formal sanctions such as in-school withdrawal, positive behaviour suspension - where a parent/carer is required to accompany the student at all times while at school and finally, exclusion.. Successful behaviour management will continue to require a team approach to allow the resources of the whole teaching team to be deployed to creatively address the problematic behaviour. The principal will take responsibility for ensuring a coordinated approach is adopted, contact is maintained with parents, appropriate documentation is completed and the impact of the plan is monitored and reviewed.

At the discretion of the principal, and in consultation with parents/carers and classroom teachers, a multifaceted approach may be instigated where the student (for the safety of all involved) may move to the Distance Education stream, with occasional or short duration sessions onsite with support, and be slowly integrated back into class as capacity allows. The student may also be restricted to Distance Education stream if this reintegration is not successful.